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ABSTRACT

This guide, designed for use in the Detroit, Michigan public schools, is intended to help parents become participants in bilingual/bicultural programs. Beginning with an overall perspective on bilingual education, the guide outlines the specific requirements of the State of Michigan's Bilingual Education Law. The next section provides an overview of the Detroit public school system. The last section focuses on the techniques to be used by parents in order to become effectively involved in school activities. This section reviews the role of parent-teacher conferences, parent advisory committees, and various community advisory committees. The guide concludes with a directory of Detroit public school administration staff and bilingual instruction staff. (APM)

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THE PARENTS' GUIDE TO BILINGUAL / BICULTURAL EDUCATION

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DETROIT PUBLIC SCHOOLS

Division of Educational Services

Department of Curriculum Development and Services

Department of Bilingual/Bicultural Education

THE PARENT'S GUIDE

HOME CHILD SCHOOL

1978

Making the Guide

Work on this guide occurred during the summer of 1978 as part of a six-week parent-community workshop sponsored by the office of Bilingual/Bicultural Education, Detroit Public Schools. Revisions, editing and additional materials were developed during the fall of 1978.

This guide has been designed by parents, teachers, and concerned persons to be used by parents to better enable them to become more viable contributors for the development of our bilingual/bicultural education programs.

Our schools have the distinct privilege of educating children and youth who have uniquely diverse cultural heritages. It is our hope that educators and parents can continue to grow in their awareness of Detroit's multicultural milieu through the development of more guides and activities; that students of all races, cultures and language backgrounds can share in the vast storehouse of knowledge which is our community.

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Sally B. Ramon, Bilingual Parent, Region Two
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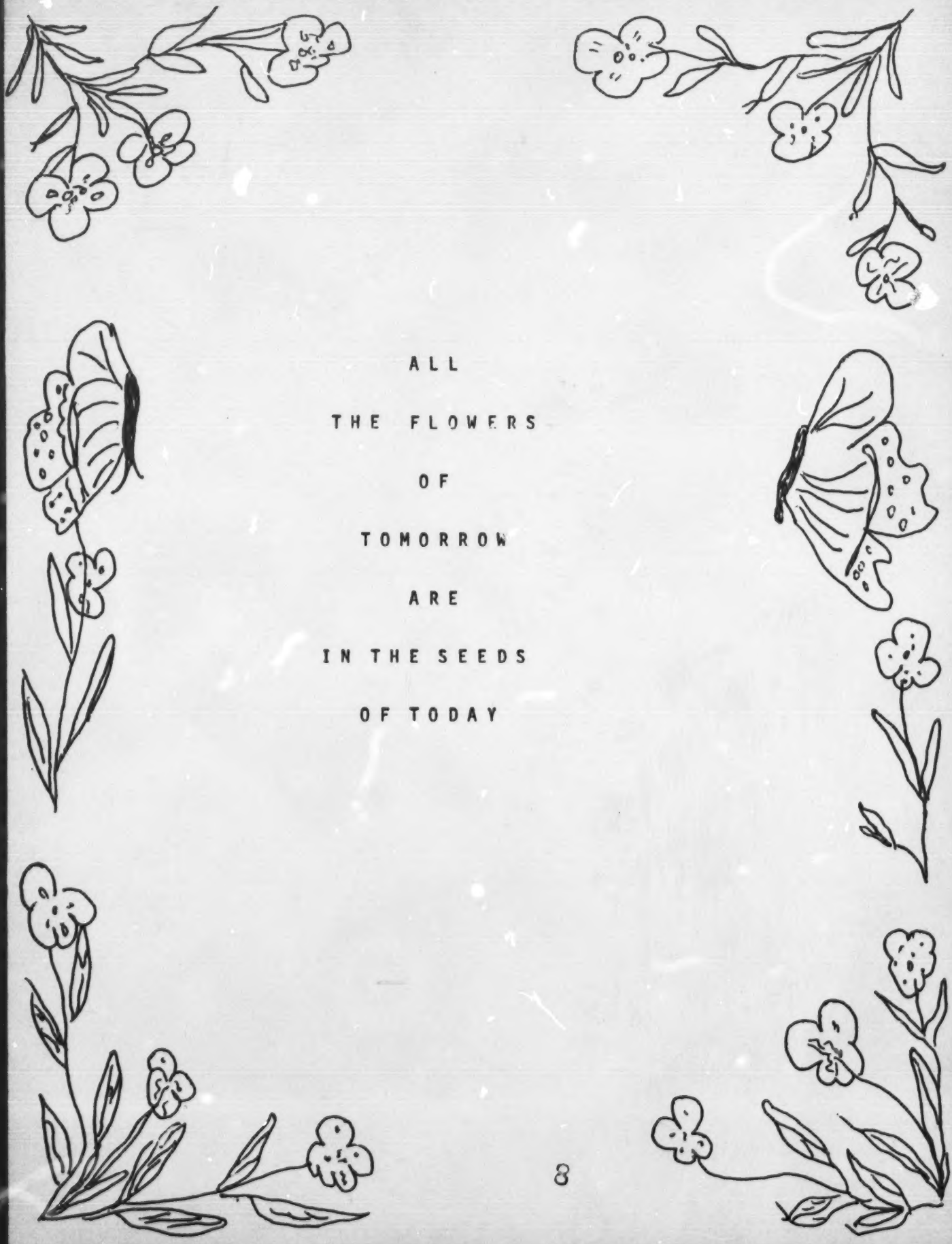
FOREWORD

The Parents' Guide to Bilingual Education Programs was written by a group of concerned parents to assist parents in the education of their children. The guide, through a systematic approach, provides parents with the essential information which lays the basis for developing a cooperative relationship between the school and the home. Parents can make the difference if they choose to get involved. Through a partnership, the school and parents can work together to provide the highest quality of education for all children.

An informed parent is a valuable asset, benefiting not only the child, but also all parents by informing them of the importance of becoming involved with the schools. An involved and informed parent is the key which will begin to unlock the door between the schools and the home.

It is hoped that this guide will provide a better understanding of the Bilingual Education Law - Public Act #294 of the bilingual/bicultural education program set up in the Detroit Public Schools, and that this guide will provide parents with the impetus to become more active in their Bilingual/Bicultural Education Advisory Committee groups in order to both improve and further develop the growth of the Bilingual/Bicultural Education programs in the Detroit Public Schools.

This publication is not intended as a definite, all encompassing work; it is merely a beginning. In order for it to be of continuing value, the guide should expand with suggestions and activities of parents, teachers, children, and all those interested in providing information about the bilingual/bicultural education program in the Detroit Public Schools.



ALL

THE FLOWERS

OF

TOMORROW

ARE

IN THE SEEDS

OF TODAY

BILINGUAL EDUCATION - A PARENT'S PERSPECTIVE

"A PROGRESS FOR SURVIVAL IN A MULTILINGUAL/MULTICULTURAL SOCIETY"

Bilingual Education is the educational process of the future. It is the type of education in which we can all become involved and proudly say we have helped to make it a reality.

As parents, bilingual education means that our children can be proud of their home language and be able to use that language in school. Of equal importance is the fact that our children will learn to express themselves in the majority language - English.

By using the home language, the school tells the child that he/she is accepted and has something of value to contribute. In reality, bilingual education has given our children the opportunity to learn two languages and feel proud of being bilingual. By being able to function in two languages, our children will be preparing themselves for the future. By knowing two languages, the child will undeniably have greater career options in the future and will be better prepared to help in the growth of our country.

BILINGUAL EDUCATION IS THE KEY FOR KEEPING OUR CHILDREN IN SCHOOL AND GIVING THEM THE OPPORTUNITY TO GROW TO THEIR FULLEST POTENTIAL.

Michigan's "Bilingual Education Law"

Public Act 294, 1974

We could spend a great deal of time discussing the positive humanistic aims of bilingual education. Together we could come up with atleast a dozen definitions of bilingual education with twice as many ways in which we would want to see it practiced in the school.

MICHIGAN HAS A BILINGUAL EDUCATION LAW

A MEASURE BY WHICH WE CAN

DEFINE

UNDERSTAND

ESTABLISH

AND

EVALUATE

THE REAL WORKINGS OF BILINGUAL EDUCATION IN OUR STATE.

On the next few pages we will examine Michigan's Bilingual Law, Public Act 294. We have tried to summarize the key points of the law in layman's language. The actual law is on the backside of the layman's interpretation outlined in black.

The layman's version of the law is excerted from The Parent Training Manual, by Phyllis Noda, Bilingual Education Office, Michigan Department of Education, 1978.

B I L I N G U A L E D U C A T I O N

THE LAW IN MICHIGAN

The legal title of Michigan's Bilingual Education Law is Public Act 294, 1974. It was signed into law by Governor Milliken on October 17, 1974. Public Act 294 amends sections 360 of Act 269 of the Public Acts of 1955 by adding seven sections (390,391,393,394,395, and 396) which spell out the meaning and workings of bilingual education. The act makes mention of penalty for non-compliance or failure to follow the law.

SECTION 360C: THE PURPOSE OF BILINGUAL EDUCATION

Bilingual instruction will be used to assist children of limited English-speaking ability to achieve reasonable proficiency in the English language.

ACT NO. 294

PUBLIC ACTS OF 1974

APPROVED BY GOVERNOR MILLIKEN

October 17, 1974

AN ACT to amend section 360 of Act No. 269 of Public Acts of 1955, entitled as amended "An Act to provide a system of public instruction and primary schools; to provide for the classification, organization, regulation and maintenance of schools and school districts; to prescribe their rights, powers and duties with respect there to provide for the levy and collection of taxes for borrowing of money and issuance of bonds and other evidence of indebtedness; to provide for and prescribe the powers and duties of certain boards and officials, and to prescribe penalties being section 340, 360 of the Compiled Law of 1970; and to add section 390, 391, 392, 393, 394, 395, and 396.

The People of the State of Michigan enact:

Section I. Section 360 of Act No. 269 of Public Acts of 1955, being sections 340, 360 of the Compiled Law of 1970, is amended and section 390, 391, 392, 393, 394, 395, and 396 are added to read as follow:

Section 360 -1- English shall be the basic language of instruction in all the schools of this state, public, private, parochial, or in any state institution.

-2- Subsection (1) shall not be construed as applying to:

(a) Religious instruction in private or parochial schools given in any language in addition to the regular course of study.

(b) A course of instruction in a foreign language in which the students have acquired sufficient proficiency to be conversant in the foreign language.

(c) Bilingual instruction, as defined in section 390, which will assist children of limited English-speaking ability to achieve reasonable efficiency in the English language.

S E C T I O N 390

This section of Public Act 294, 1974 defines;

a. Bilingual Instruction

b. Children of Limited English-speaking Ability (LESA)

c. Constituent School Districts

d. In-Service Training

S E C T I O N 390 (a) DEFINITION OF BILINGUAL INSTRUCTION

Bilingual Instruction means that two languages, English and the home language of the child, are used in teaching speaking, reading, writing or comprehension.

Bilingual Instruction may include the teaching of the history and culture of the country, territory or geographic area associated with the language spoken by the children along with the instruction in the history and culture of the United States.

S E C T I O N 390 (b) DEFINITION OF CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY

Children of limited English-speaking ability are defined as: Children whose native tongue or home language is a language other than English.

or

Children who come from a home or an environment where the primary language is a language other than English.

Children of limited English-speaking ability means children who have difficulty or who may reasonably be expected to have difficulty in performing ordinary classwork in English.

Section 390, As used in section 390 to 396.

(a) "Bilingual instruction" means the use of two languages, one of which is English, as media of instruction for speaking, reading, writing, or comprehension. "Bilingual instruction" may include instruction in the history and culture of the country, territory or geographic area associated with the language spoken by children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.

(b) "Children of limited English-speaking ability" means children who have or reasonably may be expected to have difficulty performing ordinary classwork in English because their native tongue is a language other than English or because they come from a home environment where the primary language used is a language other than English.

S E C T I O N 390 (c) CONSTITUENT SCHOOL DISTRICT

(Those School Districts who must comply with Public Act 294, 1974)

"Constituent school district menas a local district located and functioning as part of an intermediate school district." Bilingual instruction is mandated for all eligible districts.

INTERMEDIATE SCHOOL DISTRICT:

All Schools in Michigan Are Part of Intermediate School Districts

The intermediate district is a centralized educational agency usually organized to serve all school districts within a county. Intermediate districts provide special assistance to school administrators, teachers, students, special needs students, and community.

AS OF JANUARY, 1978, 67 SCHOOL DISTRICTS ARE PROVIDING BILINGUAL INSTRUCTION TO 18,607 STUDENTS.

S E C T I O N 390 (d) IN-SERVICE TRAINING

In-service training is short-term or part-time training for educational personnel involved in bilingual instruction programs. This includes:

School Administrators
Teachers
Teacher-Aides
Paraprofessionals
Other Educational Personnel

SECTION 390 (c) "Constituent school district" means a local school district located within and functioning as part of an intermediate school district.

SECTION 390 (d) "In-service training" means short-term or part-time training for administration, teachers, teacher aides, paraprofessionals, or other education personnel engaged in bilingual instruction programs for children of limited English-speaking ability.

S E C T I O N 391

(1) Beginning with the 1975-76 school year, a school district with an enrollment of 20 or more children of limited English-speaking ability in a language classification in grades K-12 shall establish and operate a Bilingual Instruction Program.

(2) A school district may operate a bilingual instruction program with fewer than 20 children under the following conditions:

LESA children may be placed in classes with children of approximately the same age and grade level.

If (because of small numbers) children of different age groups or grade levels are combined, the school district shall ensure the instruction given to each child is appropriate to his/her level of educational attainment or

(3) A child who lives in a district which does not have a bilingual program (or is not required by law to have a program) MAY ENROLL IN A PROGRAM IN ANOTHER SCHOOL DISTRICT. TUITION FOR THE CHILD WILL BE PAID AND TRANSPORTATION PROVIDED BY THE CHILD'S SCHOOL DISTRICT or

(4) The intermediate school district may determine to operate a bilingual program for children of the constituent school district who may not be able or who are not required to operate a program.

Intermediate districts shall consider:

(a) Whether the cost of operating a bilingual program is justified by the number of children enrolled at each grade level or

(b) Whether alternative programs such as visiting teachers can be provided.

Section 391 (1) Beginning with the 1975-76 school year, the board of a school district having an enrollment of 20 or more children of limited English-speaking ability in a language classification in grades K-12 shall establish and operate a bilingual instructional program for those children.

(2) The board may establish and operate a bilingual instruction program with respect to a language classification if the school district has fewer than 20 children of limited English-speaking ability.

(3) Children enrolled in a bilingual instruction program operated under this section may be placed in classes with other children of approximately the same age and grade level. If children of different age group or grade are combined, the board of the school district shall ensure that the instruction given each child is appropriate to his level of educational attainment.

(4) A child of limited English-speaking ability residing in a district which does not have an appropriate bilingual instruction program or which is not required to have a bilingual instruction program may enroll in a program in another school district. Tuition for the child shall be paid, and transportation shall be provided by the school district in which the child resides.

(5) Where fewer than 20 children of limited English-speaking ability in a language classification are enrolled in a school district, the board of the intermediate school district shall determine whether the total number of such children residing in its constituent school district which does not operate a bilingual instruction program warrants the establishment of an intermediate bilingual instruction-support program. An intermediate district operating or contracting for the operation of a bilingual program or service may carry children membership in the same manner as local school districts and shall be entitled to its proportionate share of state funds available for the program. Membership shall be calculated pursuant to rules promulgated by the state board of education. The board of intermediate school district shall consider:

a - Whether the cost of operating an intermediate bilingual instruction-support program is justified by the number of children at each grade level who would benefit from its establishment.

b - Whether alternative methods of providing a bilingual instruction-support program, such as visiting teachers or part-time instruction, can be provided.

S E C T I O N 392: COURSES AND SUBJECTS REQUIRED FOR BILINGUAL INSTRUCTION

Bilingual instruction will be a full-time program in:

(a) The courses and subjects required by this Act - (Home and English language, optional culture and history of country, territory or geographic region associated with home language and U.S. history and culture.)

(b) The courses and subjects required by the board for completion of grade level in which the child is enrolled.

Simply stated: Michigan's Bilingual Education Act provides for full-time instruction in two languages in academic courses and subject areas K-12.

S E C T I O N 393: STATE LAW REQUIRES THAT PARENTS BE NOTIFIED OF THEIR CHILD'S ENROLLMENT IN A BILINGUAL PROGRAM

(1, 2, 3) Before a child is placed in a bilingual instruction program, the school district will:

- Notify the parents by registered mail that the child is being enrolled in a Bilingual Instruction Program.

The Notice -

- Will be written in English and the native language of the child of limited English-speaking ability.
- Will contain a simple, non-technical description of the purpose, method, and content of the Bilingual Program.
- Will inform parents that they have the absolute right to refuse placement or withdraw their child from the program by giving written notice to the local school board.

SECTION 392 (1) The bilingual instruction program operated by a school district shall be full-time program of bilingual instruction in:

a) The course and subjects required by this Act.

b) The courses and subjects required by the board for completion of the grade level in which the child is enrolled.

SECTION 393 (1) Prior to the placement of a child of limited English-speaking ability in bilingual instruction programs the school district in which the child resides shall notify, by registered mail, the child's parents or legal guardian that the child is being enrolled in a bilingual instruction program. The notice shall contain a simple, non-technical description of the purposes, method, and content of the program and shall inform the parents that they have the right to visit bilingual instruction classes in which their child is enrolled.

(2) The notice shall be written in English and in the native language of the child of limited English-speaking ability.

(3) The notice shall inform the parents that they have the absolute right to refuse the placement or to withdraw their child from the program by giving written notice to the school board of the local district in which the child resides.

S E C T I O N 393: LENGTH OF TIME FOR ENROLLMENT IN AN INSTRUCTION PROGRAM

(4) A child of LESA will be enrolled in a bilingual instruction program for three (3) years or until he achieves a level of English language proficiency sufficient to receive Equal educational opportunity in regular school programs. A school district cannot transfer a LESA child out of a program

- before the child's third year of enrollment
- without permission in writing from parents

or

- unless the child successfully passes a State Board of Education Approved Test which demonstrates a level of proficiency in the English language appropriate to his/her grade level.

S E C T I O N 394: ADVISORY COMMITTEES (Bilingual Education Advisory Committees)

Will assist in:

- Planning
- Evaluating Bilingual Programs

Who will serve on the Advisory Committee:

- Representatives of parents of children enrolled in Bilingual Education Programs
- Members of the community

A MAJORITY OF THE MEMBERS SHALL BE PARENTS OF CHILDREN ENROLLED IN BILINGUAL INSTRUCTION PROGRAMS.

SECTION 393 (4) A child of limited English-speaking ability residing in a school district operating or participating in a bilingual instruction program pursuant to Section 391 shall be enrolled in the bilingual instruction program for 3 years, or until he/she achieves a level of proficiency in English language skills sufficient to receive an equal educational opportunity in the regular school program, whichever occurs first.

A school district shall not transfer a child of limited English-speaking ability out of a bilingual instruction program prior to the child's third year of enrollment, unless the parent or guardian of the child approves the transfer in writing or unless he/she successfully completes an examination which, in the determination of the State Board of Education reflects a level of proficiency in English language skills appropriate to the child's grade level.

SECTION 394 A school district operating a bilingual instruction program pursuant to Section 391 shall establish an Advisory Committee to assist the Board in evaluating and planning the bilingual instruction program. The advisory committee shall be comprised of representatives of parents of children enrolled in the program, bilingual instruction teachers and counselors, and members of the community. A majority of the members of the advisory committee shall be parents of children enrolled in the bilingual instruction program.

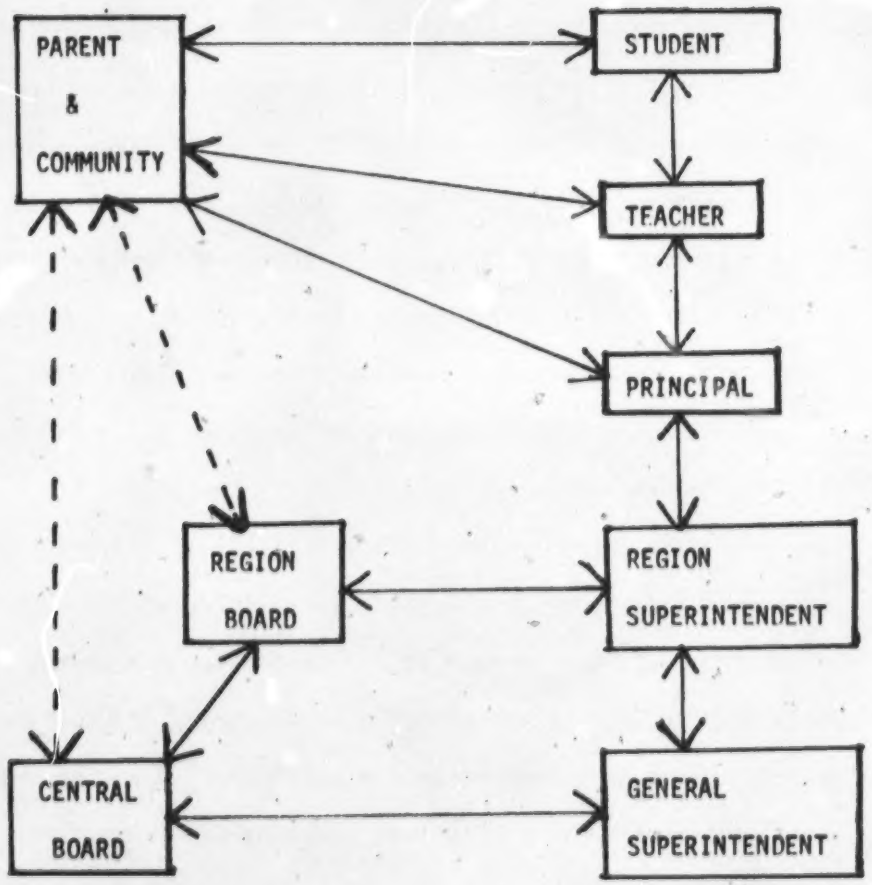
UNDERSTANDING THE DETROIT PUBLIC SCHOOLS

The Detroit Public Schools is the fifth largest system in the country. It serves about 226,000 children in over 300 schools in eight school regions. It employs about 1,300 principals, assistant-principals and other administrators;10,000 teachers, 2,800 paraprofessionals and 8,000 other employees. Indeed, the Detroit Public Schools System is very large, complex and, needless to say, bureaucratic.

Responsibility for the educational growth of the child begins with the parent. In school, this responsibility is centered on the teacher. Although the teacher is the most important person in the development of a child's day-to-day learning experiences, the principal is the key person through whom that experience is guided and molded. The principal is at the center of the decision-making process for his school and is frequently aided by community-based advisory committees, teachers and students. These are the key staff members to be approached by parents and community representatives needing assistance or solutions to problems.

In the event that parents need further assistance, or feel that a problem is not being resolved in a satisfactory manner at the local school building, then an appeal may be made to the region superintendent. From there, it may have to be resolved with the Region Board of Education. Only after these steps have been taken can matters of appeal be brought to the General Superintendent and Central Board of Education.

The following diagram illustrates how parents and community may make an impact on the decision - making process in the Detroit Public Schools:



PARENTS IN THE SCHOOL

This section focuses on the information and techniques you will need to become effectively involved in the school so that you can make the difference that counts for your child's future.

There are three basic tools that you, as an involved parent, should have:

1. A knowledge of your child's school (how it operates; who to see)
2. A willingness and ability to communicate with the teaching staff and building administrators, and
3. An understanding of the procedure for dealing with problems or situations involving your child.

KNOW YOUR SCHOOL

One of the first steps towards becoming involved in your child's education is to know your child's school. The following are some things which you should know about your child's school.

1. Name of the School _____
2. Name of the Principal _____
3. Your Child's Teacher _____
4. Your Child's Bilingual Teacher _____
5. School Telephone _____
6. School Address _____

Things that you should ask about : School administrators and teachers welcome parents' interest, so do not hesitate to approach them.

a) School Calendar - Information about days when school is closed for holidays or half days and Parent-Teacher Conferences.

b) General School Philosophy - Ask the principal for information concerning the goals of the school.

c) Homework Policy - Is there a set school policy?

d) Bus System - Ask about the bus schedules (ie; time arrivals, departures, pick-up locations, etc.).

e) Free Milk and/or Hot Lunch Program - Ask if the school provides free milk and hot lunches and whether there are forms to fill out to receive this service.

f) Medical Information - Ask about the medical attention your child must have and where to receive this service .

g) School Personnel - Ask to be introduced to the entire staff of the school.

h) Parent Involvement Policy - Ask how we as parents can become involved in different activities and committees in the school.

i) Tour of School - Ask the principal to show you the school and the different facilities.

7. Take part in different programs at your child's school and know their function. Ask the principal to explain these:

   a) Title I

   b) Article III

   c) Bilingual Program

   d) Support Services

      1. Speech 2. Social Work Services 3. Psychological Services

   Ask your principal how these programs can help your child's education and how you may get involved.

8. Become an active member of the different school committees:

   a) Parent-Teacher-Community Organization

   b) School Community Relation Committee

   c) Title I Advisory Committee

   d) Local Bilingual Advisory Committee

PARENT-TEACHER CONFERENCE

I. The Importance of the Parent-Teacher Conferences

Here are some of the dialogues about Parent-Teacher Conferences that you might overhear:

Teacher X - "Here we go again, another Parent-Teacher Conference."

Teacher Y - "I hope no one comes to this one."

Teacher X - "It may be a wonderful experience today."

Teacher Y - "Do you notice that when a parent comes to see you, they just ask stupid questions?"

At Home:

Mother - "Oh! Another note from the school. What do they want now?"

Child - "But Mother, this one is for the Parent-Teacher Conference."

Mother - "That's a waste of time. Don't bother me with that nonsense."

If they only knew what they were missing. They may be surprised that the Parent-Teacher Conference really works. The child can make greater progress with both parents and teachers working in a partnership in his/her school experience. The conference provides a unique opportunity for the parent and the teacher to exchange ideas and information, opening the lines for continuing communication between the parents and school. It can be a highly workable method for improving the educational opportunities of the child.

Sometimes, both the parent and the teacher become anxious about the questions that may arise during the conference. If the teacher can start by establishing a pattern for obtaining information about his or her student's family through direct or indirect contact with the parent, by the time the conference is due the teacher will have a better understanding of the parent. The parent can do the same thing by asking their children about their teacher. Parents and teachers can begin to establish positive communication through telephone conversations and the exchange of notes.

At this point you may ask yourself: "What role do I play in this conference?"; "What should I ask?"; "What should be accomplished at the conference?" These questions can be answered very easily, when the parent and the teacher are in conference. Both parties should give information, receive information, and try to work out solutions for behavior and academic problems, if they exist. All this is done by working together.

II. An overview of a Parent-Teacher Conference

A. The parent should:

1) inform the teacher of any home problems that may affect the child's educational progress

2) inform the teacher about any community activity which may be of benefit to the class

3) offer his/her services to help

4) visit the classroom often

B. The teacher will:

1) inform the parent about the functions of any programs in the school

2) explain to the parents any behavior problems and try to find a solution by working together

3) explain the academic growth of your child

4) describe the grading system, the citizenship marking and student code of conduct, if necessary

5) ask about any problems that may exist in the home which might possibly affect the child's academic ability

6) ask if the child has a quiet place to study

7) suggest there be one

8) ask if the child has a particular time she/he studies

9) ask if you spend time studying with your child

III. How to deal with behavior and academic problems

By forming a team, the parent and teacher will begin resolving any school problems for the child's benefit. The parent and teacher must both

first be willing to accept that a problem may exist and next be willing to work together to solve it.

In dealing with problems, the most important rule is never say that you will consider the problem and then forget all about it. Eventually the only person who is going to suffer is the child. Please, parents and teachers, take a good look at your child. Each child is a unique human person who reflects your attitudes towards learning. If that child does not receive the proper guidance through his/her early life, he/she may never be able to achieve to his/her full potential. The parent and teacher conference allows an opportunity to establish a mutual understanding between parent, teacher and ultimately the child. Only by working together can parents and teachers offer children a meaningful and profitable school experience.

"IN THE EVENT A PROBLEM MAY ARISE"

This is the procedure you should follow:

I - CHILD	--------	Talk to your child and try to get a clear understanding of the situation.
II - GO TO THE SCHOOL	--------	Make sure a problem does exist and know the facts.
III - TALK TO THE TEACHER	--------	Discuss the problem and try to find a solution. If a solution can not be reached, go to the principal.
IV - TALK TO THE PRINCIPAL	--------	Present the problem to the principal. If she or he can not find a solution to your problem, go to the region.
V - REGION SUPERINTENDENT	--------	Present the problem to the Region Superintendent. If he/she can not offer a good solution, go to the Central Board.
VI - CENTRAL BOARD	--------	Present the problem to the Central Board.

Most problems can be and will be resolved at the local school level. This procedure is presented to you to make you aware that one does not have to stop at the school if they are not satisfied with the outcome or solution they may receive at that level.

WE HOPE THIS WILL BE OF ASSISTANCE TO YOU.

PARENT INVOLVEMENT

It is important that you as a parent become involved with the school that your child attends. By doing so, you will build your child's confidence and feeling of self-worth. Your involvement is also a great factor of motivation for your child. It he/she sees that you are convinced that his/her education is important enough to be involved in, then he/she will also feel its importance and will want to do well.

PARENTS - -

AT HOME:

1. Love your children.
2. Teach the value of education and the importance of it.
3. Have faith in your children so they will come to believe in themselves.
4. Respect your children. It will lay the foundation of their self-respect.
5. Talk with your children; listen to them and answer their questions.
6. Avoid subtle encouragement of competition between brothers and sisters.
7. Be positive and encouraging with your children. Some examples may include:

   "I like the way you handled that."

   "I know you can handle it."

   "It looks as if you worked very hard on that."

   "You're improving."

BE GENEROUS WITH YOUR PRAISE.

PARENTS

AT SCHOOL

1. Visit the school to meet the principal and your child's teacher. Try to visit on a regular basis.
2. Talk to the principal; offer to help in any way.
3. Visit your child's classroom as often as you can, not only when your child is in trouble.
4. When you enter the classroom, don't act like an outsider - be friendly.
5. Ask the teacher if you can help in the classroom and find out from her/him what you child will be learning and how you may assist.
6. Become an active member of the Parent's Club.

PRINCIPALS

1. Welcome the parent warmly. Offer to be of service in any way. If the parent speaks another language, you will need assistance, perhaps from an aide or teacher.
2. Stress the importance of parents helping the school.
3. Go on a building tour and explain some of the activities the children are involved in.
4. Invite them to visit more often.

TEACHERS

1. If you are not the teacher that the parent is coming to see, offer assistance and make the parent feel that he/she is welcome.
2. If you are the classroom teacher, be warm and friendly to the parent. Understand that the parent may feel a little fear or just be timid about speaking to you. Help them to feel more at ease.
3. Always remember that there is a positive side to every child.
4. Invite the parent to come more often.

BILINGUAL EDUCATION ADVISORY COMMITTEES

WHAT IS A BILINGUAL EDUCATION ADVISORY COMMITTEE?

Bilingual Education Advisory Committees are required under P.A. 294, Section 394. The establishment of such committees will insure the vital participation of parents of bilingual children in the school.

A Bilingual Education Advisory Committee assists the school board in evaluating and planning the bilingual instruction program. Such a committee is made up of parents of children enrolled in the program, bilingual teachers, and/or counselors, and members of the community. It should be noted that the majority of the members of the advisory committee must be parents of children enrolled in the bilingual instruction program.

WHY ARE THEY FORMED?

Bilingual Education Advisory Committees are formed for two reasons, educational and legal. The educational reasons are: such committees came about because of the need to have parents involved in the implementation of bilingual programs. Their role is not only to assist in planning and evaluating the program, but also to act as resources. Continuous and consistent parental involvement, which is so vital in the education of children, is to a degree, ensured by the existence of functioning Bilingual Education Advisory Committees.

Legally, school districts must have representative and operative Bilingual Education Advisory Committees in order to comply with P.A. 294, 1974 (Michigan Bilingual Education Act).

NETWORK OF BILINGUAL EDUCATION ADVISORY COMMITTEES IN THE DETROIT PUBLIC SCHOOLS

Public Act 294, 1974, requires that every district with a bilingual instruction program have a functioning Parent Advisory Committee. However, due to Detroit's size and diversity, it would be difficult for one committee to be fully representative of the different ethnic communities in Detroit without having input from the regional and local levels. Recognizing this, the Detroit Public Schools took a position above and beyond the letter of the law. In a memorandum dated September 16, 1977, the Central Administration mandated that every school having a bilingual program would form a local Bilingual Education Advisory Committee (LBEAC). In addition to this, they stipulated that every region should form a Regional Bilingual Education Advisory Committee. Consequently, we would have three levels of bilingual advisory committees which feed into and support one another and which are more fully representative of the different communities of Detroit. The following paragraphs will briefly explain the three levels of bilingual advisory committees which are operative in Detroit.

LOCAL BILINGUAL EDUCATION ADVISORY COMMITTEE

The Local (building) Bilingual Education Advisory Committees (LBEAC) must be made up primarily of parents of children involved in the bilingual program and the bilingual instructional staff of the school. Membership may also include community members and other school personnel.

The purpose of this committee is to assist the principal and the BBE instructional staff in planning, implementing and evaluating the bilingual program in the school. The responsibilities of the committee are as follows:

1. To foster a positive environment for parents in the building.

2. To facilitate cooperation between parents and BBE staff.

3. To assist in defining the educational needs and goals of the community.

4. To encourage parents to become aides and/or resources in the classroom.

5. To encourage parents to become observers in the classroom.

6. To establish accurate lines of communication and dissemination of information about BBE to community/community organizations.

7. To be involved in the planning of the school BBE program and to offer suggestions and recommendations as to content of the program.

8. To report to Regional Bilingual Education Advisory Committee.

REGIONAL BILINGUAL EDUCATION ADVISORY COMMITTEE

The Regional Bilingual Education Advisory Committee is made up of one parent representative from every school in the region that has a bilingual program, bilingual teachers and/or counselors and community representatives. More than fifty percent of this committee must be parents of children receiving bilingual services. The purpose of the Regional Bilingual Education Advisory Committees is to advise and assist the Region Boards of Education in planning, implementing, and evaluating the bilingual instruction program operated by the Detroit school system as it pertains to schools in their respective regions. The responsibilities of these committees are as follows:

1. To help identify eligible students for Bilingual/Bicultural services.

2. To encourage parental participation in planning and implementing the bilingual/bicultural program in the Region.

3. To develop workshops, conferences/activities related to bilingual/bicultural education for students, parents, staff and interested community persons.

4. To assess and evaluate the on-going bilingual/bicultural program with the assistance of Regional staff.

5. To make recommendations and/or proposals regarding the thrust of the City-Wide program for Bilingual/Bicultural Education.

6. To consider and review items of a general nature which pertain to Bilingual/Bicultural education.

CITY-WIDE BILINGUAL/BICULTURAL EDUCATION ADVISORY COMMITTEE

The City-Wide Bilingual/Bicultural Education Advisory Committee (BBEAC) to the Detroit Board of Education is established under Section 394 of Public Act 294, 1974, and was officially recognized by the Central Board of Education on May 10, 1977. The role of this committee is to advise and assist the Central Board of Education and the school administration in planning, implementing, and evaluating the bilingual instruction program. The City-Wide BBEAC is made up of representatives which are elected by the Regional Bilingual Education Advisory Committee. A majority of the members of this committee must be made up of parents of children receiving bilingual services. The remaining membership should be made up of bilingual teachers and/or counselors, and members of the community.

The committee has six major responsibilities which include:

1. To develop and implement the bilingual instruction program.
2. To identify and recommend candidates for bilingual staff positions.
3. To evaluate bilingual instruction programs.
4. To establish procedures through which parents' complaints and criticisms can receive prompt consideration.
5. To promote bilingual instruction in the community.
6. To mobilize community resources in support of bilingual instruction.

As we have stated before, all schools having a bilingual program must have an advisory committee. This is your opportunity to get involved and help in your child's education.

IF YOU WOULD LIKE TO BECOME A MEMBER OF AN ADVISORY COMMITTEE OR IF YOU WISH TO HELP START ONE IN YOUR SCHOOL, PLEASE FILL OUT THE ATTACHED FORM.

NAME: _____

ADDRESS: _____

_____

PHONE: _____

SCHOOL: _____

1. Does your school have a bilingual program?

   YES_____ NO_____

2. Does your school have a bilingual advisory committee?

   YES_____ NO_____

3. Is the advisory committee functioning?

   YES_____ NO_____

4. Would you like to help form a bilingual advisory committee at your school?

   YES_____ NO_____

5. What type of assistance would you like?

   1._____

   2._____

   3._____

   4._____

   5._____

6. May I contact you by phone?

YES_____ NO_____

PLEASE RETURN TO:

GENOVEVA de la ISLA
Bennett Bilingual Resource Center
Bennett School
2111 Mullane
Detroit, MI 48209

PHONE: 843-7894

SUMMARY

This guide has attempted to provide a foundation upon which parents can begin to build a positive relationship with the school. In fact, we have attempted to take a step back to really look at the school from the parents' point of view. Is the school doing its job? Are we, as parents, doing our job? Are our children learning?

This guide paves the way for parents and schools to begin to formulate that partnership which is so essential in the education of children. Once this partnership has been formed, then and only then, can we begin to say:

Yes, our children are learning!

Yes, the schools are working!

Yes, parents are working!

ALL STRIVING FOR THAT ULTIMATE GOAL.....

QUALITY EDUCATION FOR ALL CHILDREN!

APPENDIX

Directory of Detroit Public School Administration and Bilingual Instruction Staff

CENTRAL BOARD OF
EDUCATION MEMBERS

(1978)

George Bell (President) ..... Term expires 12-31-81
Darneau V. Stewart (Vice President) ..... Term expires 12-31-78
Mary Blackmon ..... Term expires 12-31-81
Herbert F. McFadden, Jr. ..... Term expires 12-31-80
Gerald J. O'Neill ..... Term expires 12-31-78
Clara W. Rutherford ..... Term expires 12-31-78
George Bell - Region No. 1 ..... Term expires 12-31-81
Gloria C. Cobbin - Region No. 2 ..... Term expires 12-31-81
Carolyn B. Kennedy - Region No. 3 ..... Term expires 12-31-81
Bertha Kaminsky - Region No. 4 ..... Term expires 12-31-81
Herman L. Davis - Region No. 5 ..... Term expires 12-31-81
Leona Kryzewski - Region No. 6 ..... Term expires 12-31-81
Rose Mary Osborne - Region No. 7 ..... Term expires 12-31-81
Alonzo W. Bates - Region No. 8 ..... Term expires 12-31-81
Eva L. Richey - Board Secretary 494-1270

Dr. Arthur Jefferson, General Superintendent,
Detroit Public Schools
5057 Woodward
Detroit, Michigan 48202

Barbara Coats, Secretary 494-1075

CENTRAL BILINGUAL EDUCATION
DEPARTMENT STAFF

Felix M. Valbuena, Director, Bilingual/Bicultural Education
5057 Woodward Schools Center Building
Room 922 494-1710

Jesse D. Baker, Junior Administrative Assistant
Bilingual/Bicultural Education
5057 Woodward Schools Center Building
Room 942 494-1718

Georgette H. Sesi, Supervisor, Bilingual/Bicultural Education
5057 Woodward Schools Center Building
Room 960 494-1586

REGION I
8401 Woodward (48202)
494-2010

SCHOOL BOARD MEMBERS

George Bell - Chairperson
Dorothea Banks
Bishop Gary Bennett
Barbara McHerroll
Howard T. Williams

George E. Pierce - Region Superintendent 494-2139

Leonard Antel - Assistant Principal at Large/Bilingual/Bicultural Education Regional Coordinator 494-2095

SCHOOL	PRINCIPAL	TEACHER	PHONE
Ferry	Paul Kuhanjian	Susan Roseman	921-7516
Franklin	Tommy D. Diggs	Lucille Pollack	961-8383
Parke	Thomas W. Barick	Kathy Dimitrievski	921-0914
Pelham M.S.	Lewis Jeffries	Magda Brinker	964-0355

REGION 2
6550 W. Warren (48210)
494-2020

SCHOOL BOARD MEMBERS

Gloria C. Cobbin - Chairperson
Ida T. Murray
Genevieve A. Czarnecki
Margarita Valdez
Steven P. Walker

Joseph F. Miller - Region Superintendent 494-2026

Frank J. DeSantis - Assistant Superintendent-Bilingual/Bicultural Education
Regional Coordinator 494-2218

SCHOOL	PRINCIPAL	TEACHER	PHONE
Beard	Joe Mahan	Marshall Charlip	843-0140
Bennett	Manuel Nunez	Irene Guerrero	843-0440
Cary	Leroy Rice	Chrysteen Moelter	843-0530
Ellis	Gussie A. Dickey	Laurence Grimm	898-3475
Hanneman	Henry M. Wallace	Maria Williams	898-4633
Higgins	M. Winnifred Kerwin	Adela Mike	843-5368
Holmes, O. W.	Glen Forhan	Elu Amador	584-2320
Jeffries	Richard Harrison	Charlotte O'Loughlin	841-3344
Logan	Margaret M. Kerwin	Emo Honzaki	894-1450
Mark Twain	Reynolds Saddler	Patricia Romero	383-4740
Maybury	Alice Fogarty	Evelyn Jimenez Miriam Kreiman Ellen Snedeker	554-1715
McGraw	Marcella B. Verdun	Kathleen Kechnie Elvira Popkey	898-4644
McKinstry	Alice Fogarty	Constance Ortega Theresa Rodriguez Patricia Wiltshire	554-1480
McMillan	Erlaine Taylor Assistant Principal	Susan Lukasik	849-2170

Region 2 continued

SCHOOL	PRINCIPAL	TEACHER	PHONE
Neinas	Forrest J. Broome, Jr.	ATicia Aguirre Cynthia Lingner	843-6290
Newberry	David Meadows	Catherine Lekas Selin	894-0909
Preston	David E. Kibbey	John Boyless Irene Dennisuk Kathryn Kobran Edward Ojeda	237-0344
Priest	Robert C. Quinn	Eugene Herman	841-0100
Sampson	Olin Meador	Michael Molly	898-0756
Webster	David E. Kibbey	Silvestre Acosta Cordelia Brown Juana Canales Mirta Irueta Lydia Lopez Santos Luevanos Joanne Patterson Mary L. Robinson Cleofe Manzor	554-3940
Boynton M.S.	Wallace J. Haelterman	Cynthia Dowd	835-4593
Clippert M.S.	Richard Reading	Natalie Hicks	843-5112
Condon M.S.	Claude J. Triplett	Berna Friedman Angel Garcia	898-6794
Earhart M.S.	Theadore K. Sims	Tiberius Humita Kemba Kumasi Effie Lucas	554-0450
Hunter M.S.	James P. Tenace	Petra Siprian	843-8430
Munger M.S.	George R. Hudock	Pat Shannon	361-1150
Wilson M.S.	Joseph Wytrwal	Nagi Musleh Zoila Romero	843-7280
Chadsey H.S.	James R. Irwin	Luis Amado	361-1400
Southwestern H.S.	David T. James	Anny Beydoun Shirley Frost	843-3396
Western H.S.	Harrison K. Holdredge	Irma Antilla Norma Barquet Alicia Barros Eleanor Eugenio Sandra Hagman Sari Sweidan Susan Yeknik	554-2337

Region 2 continued

Bennett Bilingual Resource Center
Bennett School
211 Mullane
Detroit, Michigan 48209
843-7894

STAFF:

Rose Marie Hickey - Demonstration Teacher
Genoveva de la Isla - Community Liaison
Ana Maria Hidalgo - Secretary

Webster School Title VII

Juana Canales - Bilingual Program Director 554-4470

Preston School Title IV-C

Edward Ojeda - Bilingual Program Director 237-0290

REGION 3
4400 Oakman Boulevard (48204)
494-2030

School Board Members

Carolyn B. Kennedy - Chairperson
Barbara Graham
David Greenidge
Anthony Pakula
Joseph Ulmer

William J. Drinkwater - Region Superintendent 494-2100

Philip Katz - Title I - Bilingual/Bicultural Regional Coordinator 494-2179

SCHOOL	PRINCIPAL	TEACHER	PHONE
Dixon	Harold J. Seavitt	Beatrize Chavez	584-1910
Marsh	James Roberts	Helen Oak	838-3620
Lessenger M.S.	Roosevelt Wise	Luther Washington	584-3363
Ruddiman M.S.	Haskin Coble	Luther Washington	271-7678
Cody H.S.	Henry Baum	Victoria Garcia	836-6584

REGION 4
14111 Puritan (48227)
494-2040

SCHOOL BOARD MEMBERS

Bertha Kaminsky - Chairperson
Jackie Campbell
Alberta Martin
Jeffrey Staples
George Vaughn

John F. Hauck - Region Superintendent 494-2047

Paul Hovsepian - Curriculum-Bilingual/Bicultural Education Regional Coordinator
494-2195

SCHOOL	PRINCIPAL	TEACHER	PHONE
Houghten	Mary Clement	Nedra Ptak	533-7930
Murphy M.S.	John Yoskovich	Leticia Soto	537-6600

REGION 5
10001 Puritan (48238)
494-2050

SCHOOL BOARD MEMBERS

Herman L. Davis - Chairperson
Bernice Adams
Rose Grier
Harold D. Murdock
Richard Randall

Zodie A. Johnson - Region Superintendent 494-2384

Lawrence J. Niblett - Assistant Superintendent - Bilingual/Bicultural
Education Regional Coordinator 494-2386

REGION 6
1121 E. McNichols (48203)
494-2060

SCHOOL BOARD MEMBERS

Leona Krzyzewski - Chairperson
Joan Gacki
Gary Buczko
Joseph E. Osowski
Gail Fahoome

Seymour Gretchko - Region Superintendent 494-2266

Lawrence Doyle - Assistant Superintendent - Bilingual/Bicultural Region Coordinator 494-2278
Phyllis A. Clemens Noda - Junior Administrative Assistant - Bilingual/Bicultural Regional Coordinator 494-2268
Mary Baynert - Bilingual Resource Teacher 494-2278

SCHOOL	PRINCIPAL	TEACHER	PHONE
Grayling	Alvin L. Quinn	Awni Karoumi Dorothy Koruga Saba Shamass Doris Yehiel	368-3888
Greenfield Park	Marvin Zulauf	Sardon Y. Hermiz Astrid Johannesen Gloria Osborne	868-2259
Greenfield Union	Paul E. Christensen	Estelle Davidson Anneliese MacDonald Gloria Solano	892-8614
Trix	Charles Nowell	Vera Forbas	
Wilkins	Greta M. Angus	Seymour I. Abramson	521-6663
Nolan M.S.	Richard A. Dean	Nadima Fish John Fognini Movses Janoyan Raheem Kadio Samira Shaouni	892-5353
Pershing H.S.	George Q. Williams	Oneka Campbell Jalal Jameel Nadhim Kas-Mikha Afif Shovcair	893-1440
Osborn H.S.	Marvin D. Evans	Linda Eugenio	372-8920

REGION 7
4300 Marseilles (48224)
494-2070

SCHOOL BOARD MEMBERS

Rose Mary Osborne - Chairperson
Louise Jannetta
Pauline Zayler
Michael Chateau
Carmen Roberts

Lila McMechan - Region Superintendent 494-2123

Anne Hughes-Curriculum Bilingual/Bicultural Regional Coordinator 494-2130

SCHOOL	PRINCIPAL	TEACHER	PHONE
Burbank	Anne Marie Laird	Walter Dean	371-6161
Carleton	Mary Lou Parlato	Alice Batchelor	521-7507
Columbus M.S.	Anthony J. Garrisi	Paul LeVeque	521-5959
Hutchinson	William G. Dine	Elizabeth Pizar	921-6939

REGION 8
8131 E. Jefferson (48214)
494-2080

SCHOOL BOARD MEMBERS

Alonzo W. Bates - Chairperson
Lois Bradley
Patricia Spencer
Agnes Williams
Senida Merritt

Charlie Sanders - Region Superintendent 494-2300

Margaret Dixon-Curriculum-Bilingual/Bicultural Education Regional Coordinator
494-2324

SCHOOL	PRINCIPAL	TEACHER	PHONE
Chrysler	Barbara Birch	Gerald Tuffin	961-6677
Duffield	Thomas Mason	Gerald Tuffin	568-2960
Guyton	Thelma B. McCrary	Gerald Tuffin	822-4373
Howe	Louise C. Marshall	Gerald Tuffin	822-8463
Ives	Robert Wolfe	Gerald Tuffin	822-7990
Monteith	James L. Bateman	Gerald Tuffin	822-5882
Stark	Samuel Galante	Gerald Tuffin	823-6615
Burzel M.S.	Napoleon B. Jordan	Gerald Tuffin	925-3171

OFFICE OF CITY-WIDE PROGRAMS

Aretha Marshall, Director - Bilingual/Bicultural Regional Coordinator
494-1095

SCHOOL	PRINCIPAL	TEACHER	PHONE
Burton	Thomas Daly, Asst.	Peilei Chan	832-7442
Detroit Day Deaf	Bernice Trabman	Nancy Lopez	832-6400
Metzner	Cecil Robinson	Nancy Lopez	962-5892
Oakman	Mary C. Harms	Nancy Lopez	933-4457
Poe Trainable	Ray W. Chaney Jr.	Nancy Lopez	831-0833